

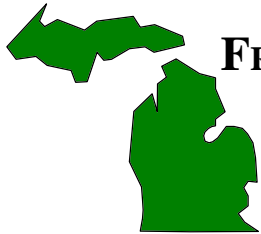
Michigan Child Care Matters



DEPARTMENT OF
CONSUMER & INDUSTRY SERVICES
Division of Child Day Care Licensing

FOSTERING PEACEFUL BEHAVIOR

Issue 51 Fall, 1999



FROM THE DIVISION DIRECTOR

Fostering peaceful behavior in children has much to do with understanding the needs of children. While volumes have been written about a child's physical, intellectual, social, and emotional development, I want to focus on the "guidance" of a child.

Children need the adults who care for them to teach them what is and what is not acceptable behavior. While parents carry the primary responsibility to do this, child care providers are also in a critical position to guide or teach a child positive behavioral skills.

The following are some reminders for caregivers in guiding a child's behavior:

- ♦ Caregivers must be realistic, consistent, and clear about what to expect from children. Rules should be clear, simple, and age appropriate.
- ♦ Caregivers must above all else be patient. Calm yourself before you deal with any disruptive situation. Take a few breaths and count to ten if you have to. As a caregiver, you are the adult and must be the one who maintains self-control. It is easy to lose sight of who and what a caregiver represents and thus be pulled down to the child's level in dealing with the unwanted behavior. Make allowances for children when they are tired, hungry, or just plain having a bad day.
- ♦ Concentrate on teaching the child appropriate behavior. Punishment should not be the focus in correcting a child's inappropriate behavior. Hitting, slapping, shoving, or biting a child does not teach him a thing. Additionally, it is a violation of the child day care licensing rules and the law. Do not embarrass, ridicule, threaten, or humiliate a child. That does not teach a child the appropriate way to deal with frustration or conflict and it, too is a violation of the child day care licensing rules. Instead, comment on appropriate behavior. When a child does misbehave, remember to comment on the deed, not the child.
- ♦ Help children learn words which they can use to express their feelings. Encourage children, praise their efforts, applaud their successes, and minimize their failures.

Most importantly, be there to offer them guidance, supervision, and support when they need you. One thing is for sure, children do need you.

INSIDE THIS ISSUE

- Page 2 Can't You Children Behave?
- Page 4 How To Help the Troubled Child
- Page 5 "Branded"
- Page 6 Character Counts!!
- Page 7 Character Development: Building Strong Kids, Strong Families, Strong Communities
- Page 8 Media Violence & Children
- Page 9 Free Technical Assistance
- Page 10 Resources for Fostering Peaceful Behavior
- Page 11 News From FIA

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paid for by the
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CAN'T YOU CHILDREN BEHAVE?

Bonnie Schell, Preschool Teacher, Ingham County
Mary Pat Jennings, Licensing Consultant
Isabella County

Sometimes the answer to that question is, "No, they can't." Adults often have inappropriate and unrealistic expectations for behavior in child care settings. Although we take pains to provide learning experiences which are developmentally appropriate, too often we demand social conduct from young children which is beyond their physical, emotional and cognitive capabilities. In some cases standards of behavior are demanded from children which adults would not expect from themselves or each other. Upsets, conflicts, disagreements and tantrums can often be avoided if child care staff take time to consider reasonable expectations for the behavior of young children in their care.

It's mine! No, I had it first!

Sarah is engaged in play with a set of dinosaurs. John walks over to her and grabs one. Sarah protests and tries to retrieve the toy. The provider intervenes, allows John to keep the dinosaur and says, "Sarah, you need to share."

Did these children discover that sharing is good, or did they learn that might makes right? Would an adult willingly accept similar treatment from another adult?

How can we encourage children to share with each other voluntarily? One method that works is simply giving children the right to make their own decisions about sharing. In some classrooms a child is responsible for a material from the time she takes it out until she replaces it. If another child wants to play, he must ask, "May I join you?" or "Can I play too?" The first child has the right to say no. Although it might be expected that this approach could promote selfishness, the reverse is more often the case.

Children frequently choose to play together, and if one child prefers to play alone, there is often an agreement between the two about later use of the material by the other child. Another strategy that

can work is to help children learn how to make a fair and agreeable trade of one material for another. Does all of this happen without adult involvement? Of course not.

The staff in these programs have supplied children with the guidance they need to work together. They have given children the words they need to make their wants known, mediated disputes over possession of favorite toys and equipment and given children strategies for negotiating trades and agreements for later use of materials. They have been consistent in their handling of this issue so that children are able to trust them and the other children in care to uphold simple standards of fairness in their child care community.

But I said I was sorry

Jesse, a new boy in care purposely pushes Michael down in his haste to get to the drinking fountain first. Jesse sees the teacher heading his way and hastily says, "I'm sorry." After comforting Michael, the teacher talks to Jesse about taking turns and not shoving. Jesse squirms away and says, "But I said I was sorry."

Jesse's new teacher realizes that past responses to his behavior have focused on forcing him to apologize to his victims rather than correcting his actions. She tells Jesse that even though he has said he is sorry, Michael still hurts from being pushed down, and that saying the words I'm sorry does not make hurting others acceptable. The teacher knows that Jesse must learn to control his impulsive behavior, take turns and negotiate for what he wants. She resolves to help him learn and practice positive social skills by observing him closely, intervening when necessary, helping him understand the consequences of his actions and encouraging the simple give and take of every day play.



She won't be my friend

Latisha and Tony are playing in the housekeeping area. Lindy asks to join them and is rudely told, "No, you're not our friend." Their teacher intervenes and says, "We all have to be friends."

Andy and Megan are absorbed in a board game when Molly approaches and asks to join in. They tell

[back](#)

her that they are in the middle of the game and continue their play. Molly is unhappy with the situation and shouts, "I won't be your best friend and you can't come to my party!" Overhearing, the teacher says, "Let's all be friends."

The teacher is rightly concerned about these incidents, but her focus is misdirected. She cannot require all of the children in a class to be friends, but she can expect respectful and kind behavior. Addressing Lindy's feelings and the unkind words of Tony and Latisha she might say, "Lindy spoke to you in a polite and friendly way, but you answered her in a rude and unfriendly way. How do you think that made Lindy feel?" Her aim should be to help the other two children realize the consequences of their uncaring words, and to teach appropriate behavior and language. The teacher can help Molly handle her anger at feeling left out by explaining that some games are for only two people at a time, and helping her understand that Andy and Megan simply wanted to finish their game, not exclude her. She might suggest that Molly ask to play one of the children at the end of the game, or that she invite another child to join her for a table game in the same work area.

Staff need to show children how to be friends by modeling and encouraging kindness and understanding and by giving children the tools to settle disputes. While it is desirable for children to develop friendships with each other, it is also acceptable for a relationship to remain at a classmate level. We cannot force friendships, but we can expect children to treat each other with respect, kindness and consideration.

He's not sitting down

Ms. Johnson has just finished roll call, calendar, weather, job assignments, show and tell, and has begun to explain the day's activity choices. Erin interrupts her saying, "Leon's bothering me, he's not sitting still." Ms. Johnson, seeing that Leon has rolled over on his back and begun to kick his feet in the air says, "Stay in your own space Leon, and pay attention."

Instead of heeding the warning that this group has been sitting and listening for too long, Ms. Johnson has focused on Leon's wiggling and reinforced Erin's tattling. Circle time and other teacher directed activities should be fairly short in duration. Include opportunities for movement and participation. It is difficult for young children to sit in the same position for more than a few minutes, and group attention spans are usually short. Children's behavior can be an evaluation tool when planning and implementing program, rules and routines.

Cory, stay in line!

The group is lined up for a walk. Cory wanders away from the line, and another child soon follows him. A staff member says, "Stay in line Cory, you have to stay with the group!"

Transition from one activity to another can be challenging. Successful program planners realize that transitions often require as much thought and attention as other parts of the program day. Did Cory and his friend wander off before the entire group was ready to go? Maybe they were ready and waiting for the walk to begin long before the rest of the group had their coats on. Waiting for an indefinite time is difficult for everyone, not just children.

Wise staff keep waiting to a minimum by taking individual differences among children into account during transitions. If Cory is routinely one of the first children ready and becomes bored while waiting, perhaps he could be one of the last children invited to get his coat. Maybe he could be given a responsibility: helping younger children zip their coats, carrying the emergency bag or counting how many children are in the group. Did Cory stray away while the trip was in progress? His attention may have also wandered off to center on something of interest causing him to forget he was part of the line. A sensitive staff member could show respect for his interest by seizing the teaching moment it presented.

If time is an issue and children need to move quickly from place to place, staff can acknowledge points of interest along the way, but remind children of the need to reach their destination on time. They can invite children to hold hands or a knotted rope to stay focused on the group. If the class is walking from one place to another in a secure environment, children can be allowed to move at their own pace from one landmark to another until they reach their destination.

Undesirable behavior in child care settings can stem from areas that are beyond the control of caregivers. It should not result from their insensitivity to children's developmental levels or lack of respect for their needs. Adults must sort out perceived misconduct that is the result of demanding behavior which is beyond the ability of young children. Instead, focus on expectations for kindness, safety, respect for others and care for equipment and surroundings. ❖

HOW TO HELP THE TROUBLED CHILD?

Dan Hodgins, Coordinator - Child Development Program
Mott Community College, Flint

Working with a troubled child is the ultimate challenge to your abilities as a provider. This child does not respond to rewards, and may seem indifferent to consequences; he may even reject your compliments and seem intent on making enemies rather than friends. Confused, you will recognize that all of the techniques that you've used effectively with other children for years fail to reach this particular child. How to begin?

"You must dare to start over. Then you must be willing to see your approach fail, and to begin your search all over again. Therein lies the adventure of working with troubled children." Tobin, L. The Difficult Child.

He's violent, you say. Perhaps. But imagine what it takes for a child to strike an adult - his only source of survival. Imagine the depth of terror behind this action - imagine the depth of hurt. The hurt that troubled children create is never greater than the hurt they feel.

Each of us begins the day hoping to meet our basic needs. Besides the obvious requirements - food, shelter and security - we also strive for companion-

ship, acknowledgment, humor, activity, and more. As adults, we understand that few of these needs must be met during the first hour of the day. We can wait to see friends until after work, eat later in the morning, feel the love of others throughout the day. Adults are able to delay their needs.

Troubled children, however, are unable to delay the fulfillment of basic needs. Lacking security in their lives, they struggle to meet essential needs as soon as possible. This struggle becomes a matter of survival to a degree most of us can hardly imagine. To a troubled child, nothing - certainly not math, reading or crafts - is more important than being reassured as early in the day as possible that he has food, friends, attention and encouragement.

All children come to school with unmet needs. Most have the ability to delay these needs. Troubled children focus on nothing else until these needs are met. Meet the needs early or consume your time fighting them.

The following is a summary of ten unmet needs and how to offer support within the first hour of each day:

Situation	Strategy
The Need for Acknowledgment - the child who cannot wait for acknowledgment may pester for attention, he may appear lonely, lost in the crowd, he may withdraw or rebel.	Who could the child check in with each morning? What morning responsibility would give importance to his presence? Is there an activity that would put the child in contact with at least one other child?
The Need for Nutrition - the child who is hungry may steal food, chew on objects such as pencils, may be irritable, tired.	There is no remedy for a child's hunger other than to provide food. Provide the child with nutritious snacks often.
The Need for Communication - the child who needs to tell his story over and over may annoy you.	Have the child write in a journal on difficult days. Provide peer counselors and time where he is free to speak with other children.
The Need for Socialization - the child who has an unmet need for socialization may talk constantly, he may be isolated, not able to make friends, sets out to make enemies.	Which first hour activities could be done in pairs or small groups-even if only for selected children? Facilitate connections with other children.
The Need for Touch - The child may be constantly touching other children and adults, poking and jabbing to provoke response, or sometimes fear being touched.	Teach children to give hand and shoulder massages. Practice giving hugs, walking arm and arm, shaking hands. Include pets in the room or home.
The Need for Humor - the child may become the class clown, or overly serious sometimes sadistic or sarcastic.	There is healing power in laughter. Start the day with jokes or a funny story.

[back](#)

Situation	Strategy
The Need for Physical Activity - The child may appear to be sleepy or overactive, avoids activity.	Start the day with stretching routines, or series of deep breathing exercises. Take short breaks, so children can move frequently.
The Need for Structure - The child may constantly ask, "What do we do next?" He may be resistant to any change, chronically unprepared and appear to thrive on chaos.	Post and review schedules every day, inform children individually of any changes, follow routines consistently.
The Need for Relaxation - the child may appear withdrawn, exhausted, nervous, or agitated.	Provide books and tapes to teach relaxation skills, deep breathing before a stressful change, neck and shoulder stretching.
The Need for Encouragement - the child may seek constant reassurance, may be afraid to fail.	Find time to ask these questions: What is it you like about yourself? How are you unique? What do you do well? How can you affect the world?

If a child feels a need and is unable to express it, the absence of this natural response will become obvious. You may notice that he has no friends, doesn't like to play, or is afraid to laugh.

If a child no longer believes that others will fulfill his needs, you may be confused by the contradictory nature of what the child elicits from you and others. For example, unable to make friends, the child appears intent upon making enemies, or unable to experience structure and consistency in his life, he sets out to create hourly chaos. Troubled children are distinguished most clearly by the frustrated expression of needs. They actively elicit the opposite of what they really need.

There is no greater challenge than working with a troubled child. If you are willing to be creative, to risk, to try and fail and try again, working with a troubled child can teach you more, and touch you more than any other encounter. Don't give up, they need you. ❖

Books:

62 Ways to Create Change in the Lives of Troubled Children by L. Tobin.

Kicking Your Stress Habits by Donald Tubersing.

Please Don't Sit on the Kids by Clare Cherry.

“BRANDED”

Children have a hard enough time surviving the stress of childhood without being “branded.”

Some are labeled *smart* so if they don't have all the right answers they become a disappointment. Some are labeled *beautiful* and are sent the message that their minds don't count. Some are labeled *dumb* and learn not to try. Then there are those who are labeled *bad*, catching the blame for everything.

These preconceived notions of a child's character can be so damaging. If they are told they are these things over and over by the adults in charge, they begin to believe it. Their self-esteem becomes fragile and they reach adulthood already “judged”. They have a monkey on their back that they feel they have to disprove, to both the world and to themselves.

Especially *bad* children are never given the benefit of the doubt, even when proven the incident was not their doing. The adults have the attitude “it was

in the past and it will be in the future.” These kids are automatically labeled troublemakers and so it is assumed they will grow up to be unreliable, not trustworthy, or maybe even on the wrong side of the law.

All children need respect, praise and kindness. Why is that so hard for some adults to comprehend? Instead of compassion, they point fingers. Instead of hugs, they ignore. Instead of respect, they assume in a accusing way.

We need to realize these facts and help our children grow strong. We need to nurture their self-esteem and let *them* choose what they will become.

Even “bad” children need to maintain hope and innocence as long as they can. We need a future full of respectful, loving, open-minded children. Let's deal only with positive labels. Then one day the world will be a much better place - for children and for all of us.

Gloria Burnette
The proud mother of a “bad” child.

CHARACTER COUNTS!!

Marissa Zamudio, Licensing Consultant
Mt. Pleasant

To educate a person in mind and not in morals is to educate a menace to society.

Theodore Roosevelt

♦ From 1985 to 1992, the homicide rate for 16-year olds increased 138% while the rate among 18-year olds doubled, and the rate for 24-year olds and above either remained the same or declined. (National Institute of Justice Research Preview, 1995)

♦ In 1992, handguns killed 33 people in Great Britain, 36 in Sweden, 97 in Switzerland, 60 in Japan, 13 in Australia, 128 in Canada, and 13,200 in the United States (Handgun Control Inc., cited in The Washington Post, 1998).

♦ Children in the U.S. watch an average of 28 hours of television per week. Five violent acts per hour are depicted in prime-time programming. Twenty-five violent acts per hour are depicted in cartoons. Higher levels of viewing violence on television are correlated with increased aggressive behavior (American Psychological Association).

An increasing number of people believe that our society is in serious trouble. The breakdown of the family and the decrease of courteous treatment in everyday life are two of several indicators which give us concern. The 1990's have seen the beginnings of the character education movement.

For many, character and moral development has its foundation in religious beliefs and therefore may lead to reluctance in teaching and helping children develop character. So how is character education made a part of the child care environment without imposing values? It is by sharing a core set of values that cross all cultural, religious and socio-economic differences.

The Josephson Institute of Ethics, in 1992, brought together people from differing backgrounds to identify shared beliefs and values associated with good character. This resulted in a coalition known as Character Counts! This coalition is made up of over 200 national, regional and local organizations committed to improving the character of young people.

Character Counts! further defined a set of six ethical values that use a common language. These are the "Six Pillars of Character":

1. Trustworthiness - integrity, honesty, promise-keeping, loyalty.
2. Respect - follow the Golden Rule, use good manners, be considerate, do not threaten, hit or hurt.
3. Responsibility - do what you are supposed to do, always do your best, use self-control, be accountable for your choices.
4. Fairness - play by the rules, take turns and share, listen to others, do not blame others carelessly.
5. Caring - be kind, forgive others, help people in need, express gratitude.
6. Citizenship - cooperate, obey laws and rules, respect authority, do your share to make the environment better.

Teaching these values promote the good of the individual and the common good. Who would not want to be treated this way? Who would not want all persons to act in this way in similar situations?

What are the benefits to you as child care professionals in promoting character development in children under your care?

- ♦ Children will self-govern their behavior.
- ♦ Your role becomes that of a guide instead of an enforcer.
- ♦ Equipment and material will be better cared for and last longer.
- ♦ You will be contributing to the development of a productive and caring individual who will be making decisions for our country.
- ♦ You will be influencing future generations that will determine the kind of society we are to have.

"Character education is the primary obligation of families and other caregivers," Character Counts! ❖



[back](#)

CHARACTER DEVELOPMENT: BUILDING STRONG KIDS, STRONG FAMILIES, STRONG COMMUNITIES

Mary B. Sutton, Executive Director
Bay Area Family YMCA

The YMCA of the USA is an active charter member of the Character Counts! Coalition, and supports all six coalition values. "Values education" has been a focus of YMCA programs and services for the last 20 years. Character development is challenging people to accept and demonstrate positive values. We believe that families are the key to character development, and parents and other caring adults have the primary responsibility to teach their children values.

YMCA's have chosen four core values to concentrate on, CARING, HONESTY, RESPECT and RESPONSIBILITY. How do we challenge people to accept and demonstrate these positive values? We must be consistent in attitudes, actions and communications at all levels.

Visual aides help to give the values an identity and help people remember them. Linking each value to a distinct color provides many opportunities for relevant activities. The colors establish associations which are perceived and clearly understood by young children:

Caring (Red) - To love others, to be sensitive to the well-being of others.

Honesty (Blue) - To tell the truth, to act in such a way that you're worthy of trust, to have integrity; making sure your choices match your values.

Respect (Gold) - To treat others as you would have them treat you, to value the worth of every person, including yourself.

Responsibility (Green) - To do what is right, what you ought to do, to be accountable for your behavior and obligations.

Activities are the tools we use to challenge children to accept and demonstrate positive values and should:

- ♦ be age appropriate
- ♦ account for varied personal backgrounds and differing views on values
- ♦ attempt to change both attitudes and actions
- ♦ be focused on long term results
- ♦ be planned and intentional
- ♦ be positive - put-downs
- ♦ be inclusive
- ♦ be significant, not trivial or corny

- ♦ be FUN!

This is an on-going effort that requires long-term nurturing. No one should feel that they have to force character development and values into every activity. In fact, overkill could be counterproductive and a turnoff.

What can you do to meet the challenge?

- ♦ TEACH children what it means to be caring, honest, respectful and responsible using planned activities that teach and showcase values. Use TEACHABLE MOMENTS (something that happens which captures people's attention) to highlight the importance of doing what is right. SHOW EXAMPLES of the values in your own behavior.

- ♦ Consistently MODEL the values with your attitudes and behavior so children see the values in action. Remember that children don't miss anything and watch closely the actions of adults; therefore, try to do what is right so you don't confuse them. As adults we need to hold one another accountable for "walking the talk."

- ♦ CELEBRATE the values - hold them up as the right things to believe in and act on. Create visuals. Organize celebration days for each value.

- ♦ Provide opportunities for children to PRACTICE, EXPERIENCE and FEEL the values. When children choose attitudes and behaviors consistent with the values PRAISE and REINFORCE their choices.

- ♦ When choices are made that are inconsistent with the values, CONFRONT the inappropriate choice in caring and respectful ways. Remember that children do best with clear, consistent boundaries that reinforce their understanding of right and wrong. If inappropriate choices are not consistently confronted, you send a message that the choice is accepted and that poor choices can be made without consequences. Children want feedback and you can make an extra effort to provide that feedback.

Some suggestions for specific activities might be stories, flannel board stories, songs, skits, discussions, games and projects. Have visuals such as banners, bulletin boards, posters, and arts and crafts. Read stories that reinforce the values: "Pinocchio" (honesty); "Peter and the Wolf" (Peter learns the consequences of not telling the truth); "Oscar the Grouch"

See Character Development on page 10
[back](#)

MEDIA VIOLENCE AND CHILDREN

*Susan Ellithorpe, Media Consultant
The Japhet School, Oakland County*

Television, movies, and the internet are here to stay. As we know, children imitate what they see, and the types of behavior they see in many TV shows and movies are often violent or aggressive. Children watch TV as much as 3-5 hours a day on the average. By the time a child leaves elementary school, the average child will have witnessed 100,000 acts of violence on TV. As a result of violent media, many parents are concerned that their children are hitting others and handling problems inappropriately.

Violence that shows consequences (families grieving, remorse, physical pain, sorrow, imprisonment) can teach important lessons to children. However, violence without consequences (victims experiencing no physical or emotional pain, and no punishment for perpetrators) which is often portrayed as humorous, glamorous, or exciting, can give children the wrong message.

Because of the growing body of research involving media and how it contributes to real life violence, the debate has switched from: "Does media have an impact on children?" to "How can we reduce or counteract the negative impact on our children?" While no one claims that the media is solely responsible for the violence in our society, many people and organizations feel that media is a CONTRIBUTING FACTOR that should be examined.

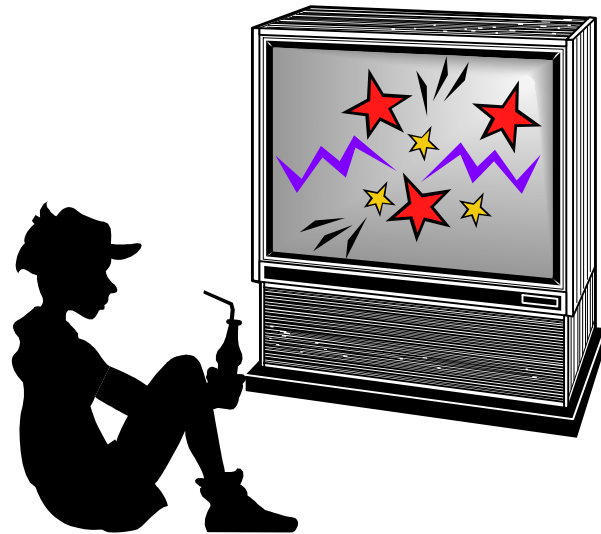
The American Medical Association, as well as several other organizations (including The National Institute of Mental Health and The National Association for the Education of Young Children) have taken a stand on this issue. According to The American Medical Association, violent media:

1. provides violent heroes whom children seek to emulate.
2. provides justification for resorting to violence when children think they are right.
3. contributes to desensitization and callousness to the effects of violence and the suffering of others.

What Can Parents Do To Counteract the Negative Impact On Children?

Discuss programs with children: Even if parents prohibit their children from watching violent media they might be exposed to it at a friend's house, at a birthday party, in previews on TV, or at the movie theater. So children need to be aware of how media can manipulate and influence them. Parents should

discuss shows with their children. For younger children, if a violent scene comes up, ask questions such as "Do you think that would hurt in real life?" or "Can you think of a better way to handle that problem?" For older children (who might tune out probing questions), talk back to the TV with statements such as "That was a horrible way to solve that!" or "Put away your gun-you'll end up dead, or in prison for life!" Even if a discussion doesn't arise as a result of your comments, your child will know how YOU feel. Remember it is the parents' job to instill values!!



Help Children Problem-Solve: Since children are learning hurtful ways to solve problems from TV, parents have to take time to teach them peaceful ways to handle conflicts. Often parents are exhausted and a quick fix seems to be the easiest way to put an end to sibling conflicts ("Since you can't share that toy, I'm putting it away for a month!") This method may put an end to the fight, but it is not teaching the children how to handle that type of problem in the future (when there might not be a parent around to intervene). Spend time calmly discussing the problem with all siblings involved. How can everyone involved have SOME of what they need or want? It's important to help them realize that everyone won't get exactly what they want. Work on compromising, negotiating, sharing, and working together. Even though discussions like these take time (and patience!), it will pay off in the long-run with a more peaceful home!

In addition, are we as parents, trying to work out our own social problems calmly and peacefully? Remember, the kids are watching!!

What Can Schools Do To Counteract the Negative Impact On Children?

[back](#)

Character Education: Many schools are beginning to teach character education. Qualities such as respect, humility, good judgment, compassion, and self-control are typical elements of a good character education program. It is important that schools integrate and reinforce this teaching throughout the curriculum and NOT just feature it as a once a week class.

Positive Heroes: Since kids are emulating violent heroes in the media, give them some alternatives. Have each student choose an author, a scientist, an artist, musician, or a character in a book. Have them research his/her life and analyze it to determine the good qualities that were expressed in his or her life.

Conflict Resolution: Conflict Resolution programs help counter violence or aggression in schools. Students are taught strategies for "talking it out", listening with an open mind, and respecting others.

Peaceful Visionary Community Players-visit schools and present Conflict Resolution training for students K-6th including puppet shows (248) 589-1341.

Peace and National Priorities Center-Michigan group, will come to schools to train teachers and students in conflict resolution, minimal cost (248) 683-3363.

Media Literacy: Several organizations publish materials for teaching students how to evaluate, analyze, and question the things they see on TV, in movies, on the Internet, and in video games. There are also materials for parents and parent discussion groups:

- ♦ Center for Media Literacy (800) 226-9494.
- ♦ New Mexico Media Literacy Project (505) 828-3129.

Workshops for teachers/PTA's: Schools can host workshops for teachers and/or parents on the impact of media violence and ways to counteract it.

- ♦ Susan Ellithorpe, Media Consultant, The Japhet School (248) 585-9150.

What Can You Do To Reduce The Amount Of Media Violence?

Voice Your Opinion

Contact local TV stations

Contact Networks and Advertisers: The toll free number is 1-800-TV-COUNTS.

Contact Advertisers: Sponsors of TV shows want to know how we feel about the program they are supporting financially. Send for The Fight Back Book published by the American Family Association which

FREE TECHNICAL ASSISTANCE FOR CHILD CARE CENTERS WITH WATER WELLS

Beginning this year, the Michigan Department of Environmental Quality will launch a new project to provide expanded technical assistance and training to small public water supply systems throughout the state. This initiative represents an opportunity for operators and managers of small public water supply systems to receive highly expert, free assistance to improve the operation of their drinking water systems. If your facility is a *noncommunity public water supply* (serves 25 or more persons on an average daily basis and has a water well) you are eligible to participate.

The State of Michigan has contracted with a private consulting firm, U.P. Engineers and Architects, to provide on-site technical assistance to help operators improve water system planning, operation, sampling, reporting, and maintenance. A series of training sessions will also be conducted around the state for operators of small public water systems. These services are intended to help owner/operators in understanding and complying with drinking water regulations and complement existing technical assistance efforts by local health departments and other local or state agencies.

If you would like further information, wish to receive a technical assistance visit, or attend a training session in your area when scheduled, please contact Mr. Bruce Hawkinson, U.P. Engineers and Architects, at (906) 563-5407. For general information about the program, you may contact Ron Van Til of the Department of Environmental Quality, Drinking Water and Radiological Protection Division at (517) 355-9045.

lists names, addresses and fax numbers of all sponsors of television programs. (231) 924-4050 Michigan Chapter

Be Informed: The Parent Television Council has a web-site that enables you to find out if specific shows are family-friendly: www.ParentsTV.org.

As the concerns about violence in our society mounts, parents, teachers, and concerned citizens CAN play active parts in reducing the media's impact on our children. ❖

Character Development - continued from page 7

(Oscar is rude, is that very respectful?); "Amos and Boris" (the mutual respect, help and friendship of a mouse and a whale); "The Three Bears" (was Goldilocks respectful of the bears possessions?). Make greeting cards - Thank You cards, Thinking of You cards, I Love You cards, "Caring Collage." Hold celebrations: Father's Day, Mother's Day. Play manners games, make Manner Puppets, expand upon classroom rules and classroom chores to learn responsibilities, such as caring for classroom pets, keeping our bodies healthy, and litter pick up outside. Develop personal responsibility charts for brushing teeth, putting their toys away, setting or clearing the table. Create bulletin boards: "Our Preschoolers are very Responsible at Home or School." Show pictures (photos, drawings or cut outs from magazines of children doing chores, picking up their toys, playing with a baby sibling, brushing their teeth).



School age activities can be designed just as simply and effectively, if they are organized appropriately by age and by choosing issues that are relevant to their world. One example would be having older children "earn" colored beads for chokers or necklaces by demonstrating acts of caring, respect, responsibility and honesty.

Character development helps everyone. It is contagious. When children are treated with and taught respect - they respect others. When they are shown the importance of responsibility - they act responsibly. When they see honesty and caring practiced and reinforced all around them, they become honest and caring individuals. It is up to every one of us to see that we pass on these values to the children and families we serve. As we strengthen the character of our children, we are helping to develop strong kids, strong families and strong communities. The possibilities are endless. Use your imagination and think: CHARACTER DEVELOPMENT! ❖

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See Resources on page 11
[back](#)



NEWS FROM FIA

Attention All Providers!

You qualify for a program, free for the asking, to help you improve your skills as a child care provider and improve the quality of your child care program. Contact your local 4C agency or the Michigan 4 C Association at 1-800-950-4171 for more information about

the following opportunities.

- ♦ *Child care training* is available through your local 4C agency. You will learn how to develop a healthy, safe environment for the children in your care, how to understand ages and stages of development, how to use positive discipline, and how to relate to parents. These are only a few of the topics that may be addressed.
- ♦ As a licensed provider you may apply for an *EQUIP* (Enhanced Quality Improvement Program) *Grant* of up to \$3,500. To qualify, 25% of the children in your care must be funded by FIA. EQUIP funds are available for you to expand and/or improve the quality of your child care program.
- ♦ If you are a group home or center provider who cares for FIA-funded children, you must bill FIA directly for your services. *Training* in the billing process is available through your local 4C agency.
- ♦ *CDA scholarships* are available for providers who want to complete the Child Development Associate (CDA) training.
- ♦ If you wish to have your program accredited, *accreditation scholarships* are available. The National Association for the Education of Young Children (NAEYC) scholarships are available to center providers and the National Association of Family Child Care (NAFCC) scholarships are available to family home providers.
- ♦ *On-going support* for providers is available through your local 4C agency.

Resources - continued from page 10

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Teaching Tolerance. Southern Poverty Law Center, Montgomery, AL 36104, FAX: (334) 264-3121.

For New Group Home Providers

If you care for a child whose family receives child day care payments from the FIA, you will need to bill the FIA for your services every two weeks.

The billing form, along with instructions for filling it out can be found in the Child Day Care Provider Handbook (FIA Publication 230) which your licensing consultant may have given you or which is available at your local 4C office.

If you have questions or need help completing this billing form, contact your local 4C agency for assistance or call FIA Payment Document Control at 800-444-5364.

Karing for Kids is Moving!



The Karing for Kids Conference is moving into the new millenium! Mark your calendars for January 28 & 29 in the year 2000!

For more information call:
810-469-5180

This publication provides topical information regarding young children who are cared for in licensed child care settings. We encourage child care providers to make this publication available to parents of children in care, or to provide them with the web address so they may receive their own copy. Issue 43 and beyond are available on the internet. **This document is in the public domain and we encourage reprinting.**

EDITORIAL STAFF

Diane Gillham
Licensing Consultant

Ann Gunia
Licensing Consultant

Mary Pat Jennings
Licensing Consultant

Tina Marks
Licensing Consultant

Sandy Rademacher
Licensing Consultant

Patricia Hogg
Administrative Assistant

Judy Levine
Area Manager

Jim Sinnamon
Area Manager

Billy Jones
Child Development & Care, FIA

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